Course Description

Year 10 Gaming and Multimedia focuses on further developing understanding and skills in computational thinking, such as precisely and accurately describing problems; and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years. Students have opportunities to analyse problems and design, implement and evaluate a range of solutions.

When defining problems, students consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop solutions to complex problems and evaluate their solutions and existing information systems, based on a broad set of criteria, including connections to existing policies and their enterprise potential. They consider the privacy and security implications of how data are used and controlled, and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

Technology Process

Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities.

<table>
<thead>
<tr>
<th>Technology Process</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating</td>
<td>Students investigate issues, values, needs and opportunities.</td>
</tr>
<tr>
<td>Designing</td>
<td>Students devise and generate ideas and prepare production proposals.</td>
</tr>
<tr>
<td>Producing</td>
<td>Students produce solutions and manage production processes</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Students evaluate intentions, plans and actions</td>
</tr>
</tbody>
</table>

Information

Students design, adapt use and present information that is appropriate to achieving solutions to technology changes.

The Nature of Information – Students understand the form, structure, quality and purpose of information products and processes.

Students apply an understanding of the nature of information when designing and presenting information products and processes to meet a need.

Arts Ideas

Students generate arts works that communicate ideas.

Arts Skills and Processes

Students use the skills techniques, processes, conventions and technologies of the arts

Arts Responses

Students use their aesthetic understanding to respond to, reflect on and evaluate the arts
## Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
</tr>
</thead>
</table>
| 1    | Introduction to the concept of programming and its many uses in and out of school. Establish current understanding and experience.  
Introduce students to the act of planning a program using a flow chart and pseudo code. Explain common symbols used in flowcharts and draw some that represent everyday tasks.  
Students investigate the Rubik's Cube, including different methods for solving it, and decide upon their preferred method. |
| 2    | Introduce Task 1. Experienced students to be extended, and new students to be taught basics  
- Stage  
- Sprites  
- Controls  
- Animation  
- Sound |
| 3-5  | Continue constructing games and introducing new concepts including:  
- Variables  
- Scoring  
- If statements  
- Mouse, keyboard, microphone input  
- Drawing tools |
| 6-8  | Work on projects. Fix errors and polish final product.  
Complete evaluations and submit projects. |
| 9    | Investigate character development  
- Protagonist  
- Antagonist  
- Princess  
- Helper |
| 10   | Investigate issues in gaming, such as:  
- Gender stereotypes  
- Racial stereotypes  
- Violence  
- Health |
| 11   | Complete Task 2 – Issues in Gaming |
| 12-13| Introduction to Photoshop basics and controls.  
Photoshop tutorials.  
Start Task 3. |
| 14   | Continue working on Photoshop task.  
Complete and submit Photoshop task. |
| 15   | Introduction to Fireworks animations. |
| 21   | Introduction to Dreamweaver website creation:  
- Site management  
- Text  
- Images  
- Backgrounds |
## Assessment Outline

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Due Date</th>
<th>Outcomes</th>
<th>Max Score</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Game Programming</td>
<td>Week 9</td>
<td>Technology Process</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Task 2: Issues in Gaming</td>
<td>Week 13</td>
<td>Information</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Task 3: Photoshop</td>
<td>Week 19</td>
<td>Technology Process</td>
<td>15</td>
<td>15%</td>
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<tr>
<td>Task 4: Website Production</td>
<td>Week 26</td>
<td>Arts Skills and Processes</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Task 5: Media Theory Test</td>
<td>Week 30</td>
<td>Arts Responses</td>
<td>10</td>
<td>10%</td>
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<tr>
<td>Task 6: Video Production</td>
<td>Week 35</td>
<td>Arts Ideas</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
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The above weightings are intended to show the importance of each task. The allocation of a grade at the end of a semester is determined based on grade related descriptors issued by School Curriculum and Standards Authority.